

2017 SUMMER READING ASSIGNMENTS 9TH – 12TH GRADES

The more students read, the more prepared they will be for class, for college, and for life. Our purpose in asking your child to read over the summer is to continue to develop an appreciation and enjoyment for reading. Thinking, discussing, and writing about a book as the year begins gives us some common ground from which we can discuss and share.

Please locate the assignment for the grade level that your child will be entering in the fall of 2017. For each grade level, please complete each part of the assignment, which will be due on the first day of school, August 11th. Students in all high school grades will read the devotional book *A Teen's Guide to the 5 Love Languages: How to Understand Yourself and Improve All Your Relationships* by Gary Chapman, with Paige Haley Drygas in addition to the classic novels for their specific grade level.

REMINDER FOR ALL WRITTEN RESPONSES:

- Type your responses.
- Send your work through spell and grammar check.
- Times New Roman– Font –Size 12 – double spaced
- Heading on top left of your paper
- Label each section
- Do not “share” any work with your peers.

John Doe
Teacher Name
English (grade level)
Date (August 11, 2017)

Students must be prepared for a graded assessment on each novel read for their grade-level assignment during the first week of school. As a reminder, all written work is due on the first day of school and late work will not be accepted.

9TH GRADE

English I provides students with an opportunity to analyze literature and literary terms, as well as continuing to study both grammar and writing. The required classic selection below will introduce students to one of the world’s most well-known authors. In addition, the required writing and response assignment will encourage students to write using correct sentence structure, grammar and writing format. Students will also be required to complete one Christian based reading/devotional assignment along with this classic novel.

Required Reading #1:

Lord of the Flies by William Golding



William Golding's compelling story about a group of very ordinary small boys marooned on a coral island has become a modern classic. At first it seems as though it is all going to be great fun; but the fun before long becomes furious and life on the island turns into a nightmare of panic and death. As ordinary standards of behavior

collapse, the whole world the boys know collapses with them—the world of cricket and homework and adventure stories—and another world is revealed beneath, primitive and terrible. Labeled a parable, an allegory, a myth, a morality tale, a parody, a political treatise, even a vision of the apocalypse, Lord of the Flies has established itself as a true classic.

Assignment for Reading #1: Refer to formatting on page one for written responses

I. Research - Findings must be in complete sentences and must be a minimum of two paragraphs in length.

- Conduct research on William Golding - his life, his beliefs, causes he stood for, and especially his service in WWII. Include any family information, his career successes and failures, and his purpose for writing this novel.

II. Connection - Respond to the following prompt in one paragraph.

- Which character in the novel do you most identify with and why? Be specific in discussing similar traits, etc.

III. Creative Project - Projects are due the first day of school. Students will be required to present their project to the class.

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Create a Powerpoint Presentation

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analysis to include the following elements of the story (ex: theme, purpose, protagonist/antagonist, setting, symbolism, point-of-view, plot, etc.), and one slide at the end that gives your review of the story – what did you like, what did you dislike, how would you rate the novel.



Required Reading #2 (Christian Reading)

A Teen's Guide to the 5 Love Languages: How to Understand Yourself and Improve All Your Relationships by Gary Chapman, with Paige Haley Drygas

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This highly practical book will help teens answer questions like:

- *What motivates and inspires me?*
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Features include:

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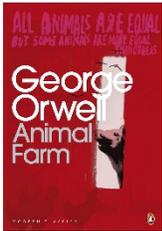
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1. What were the results of your Love Language Profile? (Give your primary and secondary languages, and include if you are "bilingual".)
2. Did the results surprise you? If so, how?
3. What evidence do you see of your primary love language (PLL) in your day-to-day life?
4. Look back at the warning for your PLL. Have you experienced any of the situations described? How can you prevent this from happening in the future?
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Honors English II focuses on World Literature and introduces the student to various authors and works from around the world. The selected reading is a satire of the Russian Revolution by famous author, George Orwell. The information regarding the Russian Revolution should be researched prior to reading the selection in order for the time period and era to be clear to the reader.

Required Reading #1 (fiction)

Animal Farm by George Orwell



George Orwell uses animals on a farm to bring light to a social issue facing many nations – excessive government intervention, rules made by few for many, and dictators determining the fate of a nation. Orwell uses satire to critique the rule of Stalin and the Russian Revolution in a unique way, giving life-like qualities to animals on a farm that must learn to deal with the new rules of “Animalism” and the subsequent fall-out and revolt.

Assignment for Reading #1: Refer to formatting on page one for written responses

I. Research – all answers must be in complete sentences and must be a minimum of one paragraph in length.

1. Research Joseph Stalin - What country did he rule? How did he come to power in what became known as the Russian Revolution?
2. Explain which real life characters the following Animal Farm characters are based on and how their roles in the novel mimic real life events:
 - Old Major
 - Napoleon
 - Snowball
 - Mr. Jones
3. Explain how the following quote relates to the story: “All animals are created equal, but some are more equal than others.”

II. Literary Terms – define the following literary terms. These will be on your novel test.

- Irony
- Satire
- Allegory
- Fable

III. Creative Project: Choose one of the following creative projects to complete based on the novel. **Projects are due the first day of school. Students will be required to present their project to the class.**

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Required Reading #2 (Christian Reading)

A Teen's Guide to the 5 Love Languages: How to Understand Yourself and Improve All Your Relationships by Gary Chapman, with Paige Haley Drygas

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Features include:

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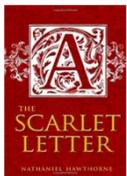
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11TH GRADE

The focus of Honors English III is American Literature. Throughout the year, we will focus on famous American authors and their works. The required selections below are from two of the most popular novels in American Literature.

Required Reading #1 (fiction)



The Scarlet Letter by Nathaniel Hawthorne

This novel is set in New England and adulteress Hester Prynne must wear a scarlet A to mark her shame. The drama that evolves between her husband, her lover, and the town as she is punished for her crime makes for suspenseful reading. *The Scarlet Letter's* symbolism helps create a powerful drama in Puritan Boston and is a classic of American Literature.

Assignment for Reading #1: Refer to formatting on page one for written responses

I. Research - all answers must be in complete sentences and must be a minimum of one paragraph in length. This research information will be included on your novel test the first week of school.

Hawthorne had roots in the New England area and wrote about the oppressive, strict rules of the Puritans in his novel, *The Scarlet Letter*. Conduct research on the Puritan lifestyle of the time and answer the following questions.

1. Describe and explain some of the strict rules of living imposed on and expected of Puritans.
2. Explain the role of women in a Puritan society.
3. What did the Puritans believe about sin and punishment?

II. Creative Project: Choose one of the following creative projects to complete based on the novel. **Projects are due the first day of school. Students will be required to present their project to the class.**

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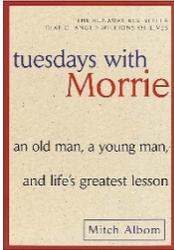
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Required Reading #2 (non-fiction) Refer to formatting on page one for written responses



Tuesdays with Morrie by Mitch Albom

This is a true story between a spiritual mentor and his pupil. After learning of his mentor's illness, Mitch is reluctant to pay him a visit, since, at his graduation ceremony, Mitch promised to remain in contact with Morrie, but failed to make good on that promise. Mitch eventually overcomes his uneasiness and, to his surprise, finds a very warm welcome from Morrie.

Directions For Reading #2:

Complete a reader response to this novel. This should be a minimum of one page in length and should include an identifiable introduction, thesis statement, and conclusion that wraps up your thoughts. Include in your response

- 2-3 quotes that you liked and explain why you were drawn to those quotes
- An overall response to the story about Mitch and his relationship with Morrie

Required Reading #3 (Christian Reading)



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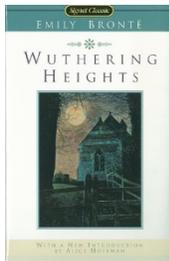
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12TH GRADE:

The focus of *Honors English IV* is British Literature. The required selections are some of the most popular novels of British authors. Students must choose one fiction selection from the options below and then also read the non-fiction selection by C.S. Lewis.

Required Reading #1 (fiction): Students should choose one of the following two novels for their first assignment. **Refer to formatting on page one for written responses**



Wuthering Heights by Emily Bronte

The story follows the life of Heathcliff, a mysterious gypsy-like person, from childhood (about seven years old) into his late thirties. Heathcliff rises in his adopted family and then is reduced to the status of a servant, running away when the young woman he loves decides to marry another. He returns later, rich and educated, and sets about gaining his revenge on the two families that he believed ruined his life.

OR



Silas Marner by George Eliot

Silas Marner, a weaver, is wrongly accused of a theft that was actually committed by his best friend. He exiles himself to a small town and lives as a recluse. He eventually takes in an abandoned child and hopes to find unconditional love and a purpose through the love of this child. Will Marner finally have redemption and peace or will his past catch up to him?

Directions for Reading #1: Refer to formatting on page one for written responses

Creative Project: Choose one of the following creative projects to complete based on the novel. **Projects are due the first day of school. Students will be required to present their project to the class.**

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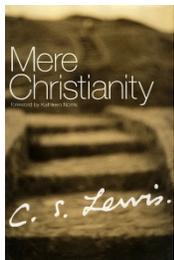
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Required Reading #2 (non-fiction) Refer to formatting on page one for written responses



Mere Christianity by C.S. Lewis. This novel has become one of the most well-read books seeking to explain the Christian faith. Many new converts to Christianity are encouraged to read it as a sort of primer for living life as a Christian. Even some who have read the book just to point out flaws that they expected to find ended up converting to Christianity. Lewis set out to explain and defend the Christian faith in a way that would impact and make sense to everyone – even those who don't believe.

Directions for Reading #2:

I. Author Research – conduct research on C.S. Lewis. Include in your findings information regarding other famous works by this author and any interesting facts you may glean in your research, such as the fact that he was once an atheist, despite writing several profound Christian works. Be sure to include specific information about this novel and Lewis’ reason for writing it. Your findings should be written in a one page paper. MLA format, including proper citations must be used.

II. Important Points – As you read, record questions/interesting thoughts you have (the margin is a great place for this!). After finishing the novel, provide five points you feel are most important and would facilitate the best class discussion. Each point should be discussed in a minimum of 3-4 sentences as to why you agreed or disagreed with the point, why it is relevant, or what you will take away from it as life application.



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